

Course Instructor: Dr. Erin Nelson

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Office: MacKinnon 615

Office Hours: by appointment; please feel free to email me anytime to set up a meeting, which I am happy to hold in person or virtually

Class Time: Mondays, 2:30 – 5:20

Class Location: This class is scheduled to be held in MacKinnon 315. However, because it will be impossible to maintain meaningful social distance in that location, that room will only be used for smaller group meetings over the course of the semester. **Regular classes will be held using a combination of in-person outdoor gatherings (weather dependent) and remote meetings via zoom. PLEASE REFER TO THE WEEKLY SCHEDULE FOR CLASS FORMAT. ALSO, BE SURE TO PAY ATTENTION TO YOUR EMAIL AS THERE MAY BE A NEED FOR CHANGES ON THE DAY OF CLASS.**

Outdoor Location: UofG Arboretum, pedestrian entrance

This location is marked by a yellow star on the [Arboretum map](#). To find it, you can take East Ring Road to Arboretum Road, then follow Arboretum Road to the main entrance gate.

Remote meetings will be accessed via zoom links embedded in our CourseLink page.

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the [COVID-19 website](#) and circulated by email.

COURSE DESCRIPTION

This course provides an opportunity for students to engage with development practitioners in a real-world context, and to explore a range of issues and debates related to the practice of development. The blend of theory and practice will enable students to gain real-world skills that can be applied in and beyond the development field, while also deepening their capacity to think critically about the development sector and their potential role within it.

The course has a strong experiential learning focus, and students will work in teams on a community-engaged learning project conducted in consultation with a community partner. Students will collaborate with the community partner over the semester, develop a project to meet the partner's needs, and present results to the partner and other relevant community stakeholders. In addition to the group project, students will have opportunities to reflect individually on their experiences with development practice and related issues, and will be exposed to a range of development practitioners and relevant scholarly and practical readings.

LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Identify and analyze key issues, challenges and priorities for development practitioners and community stakeholders.
2. Understand and reflect critically upon the perspectives of development practitioners and stakeholders with respect to development priorities, challenges, policies and practices.
3. Develop strategies for improving intercultural competence.
4. Effectively communicate with development practitioners and stakeholders in written and oral forms.
5. Work collaboratively with community partners and peers in a manner that demonstrates professionalism, flexibility, adaptability, and responsiveness.

ASSIGNMENTS AND EVALUATION

Assessment	Value	Due Date
Project Workplan for GWLIP*	10%	October 4
Project Proposal Full Draft; Final Project Proposal Incorporating Partner Feedback	30%	Draft: November 8 Final: December 6
Community Knowledge Exchange Conference Practice Presentation	5%	November 22
Community Knowledge Exchange Conference Presentation	20%	November 29
Final Reflection Essay	15%	December 13
Class/Group Participation	20%	Weekly

**As an alternate assignment, students may choose to work on a research report to support agroecological citrus farmers in Mexico.*

Project Work Plan (10%)

Working in teams, students will develop a work plan as a first step towards completing their community-engaged learning project. This plan will take into account information gathered from our first community partner consultation along with relevant initial reading. The work plan should include: 1) an overview of the context and background for the project; 2) a preliminary research question and set of project objectives; 3) a detailed timeline for project completion, including key milestones and deliverables; and 4) a summary of the roles and responsibilities for each team member, along with a team communications plan.

LENGTH: 3 pages, 1.5 line spacing, 12pt font.

Project Proposal Draft and Final Product (30%)

Teams will prepare a draft project proposal and then a final product for the community partner. The primary audience for the final product is the community partner; however, there may be

other secondary audiences as appropriate. For Fall 2021, the project proposal will outline a research project designed to be carried out by the Guelph-Wellington Local Immigration Partnership (GWLIP)*. This proposal should incorporate course materials and reference relevant sources. The final product must also incorporate any feedback received from community partners, other stakeholders, and/or the course Instructor. The project proposal should include the following elements:

- background literature review on the research topic
- clearly defined research purpose or question and research objectives
- selection and recruitment strategy for research participants
- data collection tools (e.g., interview guides)
- knowledge mobilization plan

When developing the proposal, keep in mind that the GWLIP will be using this to actually carry out a research project, so all elements should be outlined as clearly as possible with sufficient detail for the plan to be operationalized.

LENGTH: 12-15 pages, 1.5 line spacing, 12pt font

The first draft will be due by **November 8 at 11:59pm**. This draft will not be graded; however, if a complete draft is not submitted at this time, 20% will be deducted from the final product grade.

The final product will be due by **December 6 at 11:59pm**. This product will be graded and must effectively incorporate any feedback received on the earlier draft.

Criteria for evaluation of the project proposal will include: analysis and critical thinking; structure and organization; use of evidence and course materials; clarity, editing and style; extent to which proposal is realistic and detailed enough to be carried out in practice.

**Alternatively, teams may choose to draft a research report to support agroecological citrus producers in Mexico. Should anyone select this option, details will be provided.*

Community Knowledge Exchange Presentation (20%) and Practice (5%)

Project teams will deliver presentations of their project proposals. These presentations will include an overview of the proposal as well as some reflection on key learnings over the course of the project. The presentation audience will include peers, community partner(s) and other relevant stakeholders.

Practice presentations will take place on **November 22**.

Final presentations will take place on **November 29**.

Criteria for evaluation of the presentation (and practice presentation) will include: effectiveness of the presentation in terms of synthesis of the group's research findings and action plan; clarity, organization and structure of the presentation; delivery style and professionalism of the presentation.

Final Reflection Essay (15%)

At the end of this course, each student will submit an individual final reflection essay. The purpose of this assignment is for the student to make analytical connections between the community-engaged research experience and their broader learning as a student of development studies. The reflection essay should develop an analytical argument using course themes and readings to link theory to practice by describing the benefits and challenges of community engagement in development. Students should consider the following questions (although you are also free to include reflections on other themes):

- What have you learned about international development as a result of participating in this class and the associated community-engaged learning experience?
- What were your specific contributions to your group and what did you learn through the group work?
- How has your experience in the course contributed to your personal, professional, intellectual and/or intercultural growth?
- What have you learned about power, privilege and diverse roles in development?
- How has your experience in this class and with the associated community-engaged research project influenced or perhaps shifted your world view?

Criteria for the evaluation of this assignment will include: the extent of meaningful engagement with course content and themes; the originality of the contribution in relation to critical analysis, critical thinking and global understanding; the clarity, style and formatting of the essay.

LENGTH: 2700-3000 words

Due date: December 13, by 11:59pm

Class and Group Participation (20%)

This course is designed to be highly participatory. Students are expected to come to class weekly prepared to actively engage. Assessment will be based on active participation in class and group projects. The mark will be broken down into two parts: an instructor assessment (10%) and a self/peer assessment (10%).

The instructor assessment of class participation will be based on the following criteria: the consistency of comments during class time; the degree to which comments demonstrate comprehension of course material; the degree to which comments engage with and respect the seminar agenda and comments of others; and the degree to which comments demonstrate critical thinking, analysis, insight and originality.

The self/peer assessment will be based on the following criteria: meeting deadlines in a timely and efficient fashion; degree of cooperation with group members; work standards; contributions and initiative; and participation in group activities.

WEEKLY SCHEDULE & READING ASSIGNMENTS

Required readings are outlined in the schedule below and can be found via Ares Course Reserve (linked to the CourseLink page). Please read in advance of class and come prepared to critically discuss and engage with materials.

Please note that the schedule below may be subject to some change based upon ongoing consultation with our community partner and other invited guest speakers.

DATE	TOPIC & FORMAT	REQUIRED READINGS
Week 1 Sept. 13	Welcome to the Course ARBORETUM	Paras, A., Johnson, C., Henson, S., Coleman, A., Otto, J. 2020. <i>The Impact of the COVID-19 Pandemic on Canada's Foreign Aid Sector</i> . Guelph: University of Guelph.
Week 2 Sept. 20	Introduction to our Community Partner & "Anthropocene Activism" Guest: Leen Al-Habash, GWLIP ARBORETUM	ONN. 2021. <i>COVID-19: State of the Ontario Nonprofit Sector, One Year Later</i> . Ontario Nonprofit Network. Huish, R. 2021. Global citizenship amid COVID-19: why climate change and a pandemic spell the end of international experiential learning. <i>Canadian Journal of Development Studies</i> , online edition. Familiarize yourself with the Guelph-Wellington Local Immigration Partnership: https://www.guelphwellingtonlip.ca GWLIP. 2020. <i>Overview of the Impact of COVID-19 on Immigrants, Parts 1 & 2</i> . Guelph-Wellington Local Immigration Partnership.
Week 3 Sept. 27	Introduction to Introduction to Community Engaged Learning Guests: Lindsey Thomson, CESI ZOOM	Sandy, M. and Holland, B. 2006. Different worlds, common ground: Community partner perspectives on campus-community partnerships. <i>Michigan Journal of Community Service Learning</i> , 13(1): 30-43.
Week 4 Oct. 4	Partnership Principles & Program Evaluation Guests: Beatriz Oliver, SeedChange Anne Bergen, program evaluation consultant ZOOM	SeedChange 2021. <i>Partnership Principles</i> . SeedChange. And TBD
Week 5 Oct. 18	Power, Privilege and Relationship Guest: Sarah Pugh, development consultant	Krpan, P. 2011. Walls Topped with Broken Glass: On Privilege. In Apale, A. and V. Stam (eds.). <i>Generation NGO</i> . Toronto: Between the Lines. Pp 15-26.

	ZOOM	Paulson, J. 2011. Friendship, Inequality, and Professional Development. In Apale, A. and V. Stam (eds.). <i>Generation NGO</i> . Toronto: Between the Lines. Pp 153-169
	Ethical Questions & Considerations	Maiter, S. et al. 2008. Reciprocity: An ethic for community-based participatory action research. <i>Action Research</i> , 6(3): 305-325.
Week 6 Oct. 25	Guest: David Myhre, My Oral Village	De Jong, S. 2012. False Binaries: Altruism and Selfishness in NGO Work. In Fechter, A. and Hindman, H. (eds.). <i>Inside the Everyday Lives of Development Workers: The Challenges and Futures of Aidland</i> . Sterling, VA: Kumarian Press. Pp 21-40.
	ARBORETUM	
	Intercultural Competence & Check-in with GWLIP	Bennett, J.M. 2008. On Becoming a Global Soul. In V. Savicki (ed.). <i>Developing Intercultural Competence and Transformation</i> . Sterling, VA: Stylus Publishing. Pp 13-21.
Week 7 Nov. 1	Guest: Leen Al-Habash, GWLIP	Deardorff, D.K. 2008. Intercultural Competence. In V. Savicki (ed.). <i>Developing Intercultural Competence and Transformation</i> . Sterling, VA: Stylus Publishing. Pp 32-42.
	ARBORETUM	
	Critical Reflections on Development Practice and Community Engagement	Dempsey, S.E. 2010. Critiquing Community Engagement. <i>Management Communication Quarterly</i> , 24(3), 359-390.
Week 8 Nov. 8		Diprose, K. 2012. Critical distance: doing development education through international volunteering. <i>Area</i> , 44(2): 186-192.
	ZOOM	
		Illich, I. 1968. <i>To Hell with Good Intentions</i> https://www.southwestern.edu/live/files/1158
		Worton, S.K. et al. 2017. Evidence to impact: A community knowledge mobilisation evaluation framework. <i>Journal of Community Research and Engagement</i> , 10: 121-141.
	Knowledge Mobilization and Communications	Taylor, A. 2017. <i>6 Simple Tips for Communicating About Impact</i> . Ontario Nonprofit Network. http://theonnc.ca/wp-content/uploads/2015/12/6-Simple-Tips-For-Communicating-About-Impact.pdf
Week 9 Nov. 15		
	ZOOM	
		Brown, A. M. 2017. <i>Why Nobody Reads or Uses Your Evaluation Report</i> . https://www.annmurraybrown.com/single-post/2016/1/13/4-Reasons-Why-Nobody-Reads-Or-Uses-Your-Evaluation-Report-Heres-How-to-Fix-It
Week 10 Nov. 22	Workshopping Final Presentations	TBD
	Mackinnon 315	
	Knowledge Sharing with our Community Partner	
Week 11 Nov. 29	Guests: Leen Al-Habash, GWLIP, Lindsey Thomson and Karen Nelson, CESI	No assigned readings this week

ZOOM

Week 12
Fri. Dec. 3

Reflecting on Your Development
Practice Journey

ARBORETUM

Ash, S.L. and Clayton, P.H. 2009. Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*. 1: 25-48.

Langdon, J. & Agyeyomah, C. 2014. Critical Hyper-reflexivity and Challenging Power: Pushing Past the Dichotomy of Employability and Good Global Citizenship in Development Studies Experiential Learning Contexts. In Tiessen, R. & Huish, R. (eds.) *Globetrotting or Global Citizenship: Perils and Potential of International Experiential Learning*. Toronto: Toronto University Press. Pp. 43-70.

UNIVERSITY OF GUELPH POLICIES

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for [Academic Consideration](#).

Drop Date

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for [Dropping Courses](#) are available in the Undergraduate Calendar.

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 7 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is detailed in the Undergraduate Calendar.

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.